Public Schools Accountability Act Advisory Committee Meeting

June 25, 2013

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

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Agenda

1. Welcome and Introductions
2. Provide a brief summary of the regional meetings and the Webcast
3. Review decisions and requests made during the April 23, 2013 Public Schools Accountability Act (PSAA) Advisory Committee meeting

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Agenda (Cont.)

4. Review implementation timeline and proposed work plan
5. Review model for the alternative method to the state decile ranks and make a recommendation
6. Review simulations for incorporating graduation data into the Academic Performance Index (API) and make a recommendation

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Regional Meetings and Webcast

- The California Department of Education (CDE) conducted:
  - Six regional meetings between April 17 and May 3, 2013
  - A Webcast on May 6, 2013 for individuals who were unable to attend a regional meeting
- A summary of the number of participants and types of comments received at the regional meetings and Webcast are provided in Handout 1

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Overview of Decisions and Requests Made at the April 23, 2013 PSAA Advisory Committee Meeting

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Decisions and Requests

- Recommended to delay the development of a growth model until full implementation of Smarter Balanced Assessment
- Reached a consensus on possible criteria for CDE staff to use in developing alternative methods to the decile ranks

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Decisions and Requests (Cont.)

- Requested an SB 1458 implementation timeline and work plan
- Requested additional simulations for incorporating graduation data into the API, specifically a model showing the impact of Special Education Certificate recipients earning 1000 points
- Requested that the Technical Design Group (TDG) and the CDE examine the reasons when schools experience dramatic changes in API points

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Decisions and Requests (Cont.)

- Requested the Advisory Commission on Special Education (ACSE) provide a recommendation and a rationale on whether Special Education Certificate recipients should receive the same amount of API points as four-year graduates
- The next meeting of the ACSE is scheduled for August 19–20, 2013

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Timeline and Work Plan

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Timelines Presented at May 2013 SBE Meeting

- Option A
  - Phase in new API indicators over time (See Handout 2)
- Option B
  - Incorporate new API indicators all at once in the 2015-16 API reporting cycle (See Handout 3)

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Work Plan

- Review proposed work plan (See Handout 4)

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Alternative Methods for Decile Ranks

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Alternative Methods

Senate Bill 1458 requires that the State Superintendent of Public Instruction report to the Legislature by October 2013, alternatives to the decile ranks as a method for determining eligibility, preference, or priority for statutory programs

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Alternative Methods (Cont.)

At the April 23, 2013 PSAA Advisory Committee meeting, six components were presented for consideration in the design of an alternative decile rank model:

1. Absolute Performance
2. Greatest Challenges
3. Improvement in Current Year
4. Student Group Achievement
5. Making Targets Over Time
6. Graduation Data

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TDG Proposed Model

At their June 10, 2013 meeting, the TDG proposed a model as an alternative to the decile ranks

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TDG Proposed Model

- The TDG recommends that the proposed model provide achievement gap comparisons for the Socioeconomically Disadvantaged (SED) and English Learner(EL) student groups at four levels:
  1. School
  2. District
  3. County
  4. State

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TDG Proposed Model (Cont.)

- CDE staff ran simulations and found that 52% of schools do not have both an SED and non-SED student group for an achievement gap comparison:
  - Elementary = 54%
  - Middle = 36%
  - High = 55%

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TDG Proposed Model (Cont.)

- The simulations also found that 39% of schools do not have both an EL and non-EL student group for an achievement gap comparison:
  - Elementary = 37%
  - Middle = 27%
  - High = 54%

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CDE's Proposal for a Bifurcation Model

Because the alternative method to the decile rank will replace a school-level ranking system, its important that all schools with numerically significant SED and/or EL student groups receive a rating. Because the gap comparison leaves too many schools without data, the CDE is proposing a bifurcation model

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CDE's Proposal for a Bifurcation Model (Cont.)

- Proposed bifurcation model:
  - Use the TDG proposed model for schools with SED and/or EL gap comparison data
  - Use the CDE proposed model for displaying SED and EL data for schools without SED and/or EL comparison data

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Proposed TDG Model For Schools with Achievement Gap Data

Data Set	School	District	County	State
1. Educational Challenges	√	N/A	N/A	N/A
2. Relative Rank	√	N/A	N/A	N/A
3. Change in API: All Students	√	√	√	√
4. Change in API: SED Students	√	√	√	√
5. Change in API: EL Students	√	√	√	√
6. Achievement Gap: SED Students vs. Non-SED	√	√	√	√
7. Achievement Gap: EL Students vs. Non-EL	√	√	√	√

√: Value displayed
N/A: Not applicable

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Description of Seven Data Sets for TDG Proposed Model

Data Set 1: Educational Challenges

- Construct an index similar to the School Characteristics Index (used for similar schools ranks) using only two independent variables:
  - Educationally Disadvantaged (ED) Students
    - National School Lunch Program (NSLP)
    - Parent Education Level (PEL) is less than high school
    - Students with Disabilities (SWD)
    - Migrant Students
  - EL Students

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Description of Seven Categories for TDG Proposed Model (Cont.)

Data Set 1: Educational Challenges

- There are two ways to run the regression model for the ED and EL independent variables:
    1. Three regression runs, one each for elementary, middle, and high schools
    2. Single regression run that combines all schools using a dummy variable for school type

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Regression Model Comparison Based on R-square

Data Set 1: Educational Challenges

Model	ED & EL
Elementary	0.658
Middle	0.734
High	0.619
E/M/H	0.677

ED: NSLP, SWD, Migrant, or PEL is less than high school

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Displaying the Educational Challenges Results

Data Set 1: Educational Challenges

- Display results using a range of 1 to 100, with 100 reflecting the highest level educational challenges
- Group numbers by increments of five

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Displaying the Educational Challenges Results (Cont.)

Data Set 1: Educational Challenges

Example of grouping scores in increments of five

Regression Score	Educational Challenges Score
1 to 2	0
3 to 7	5
8 to 12	10
13 to 17	15
18 to 22	20

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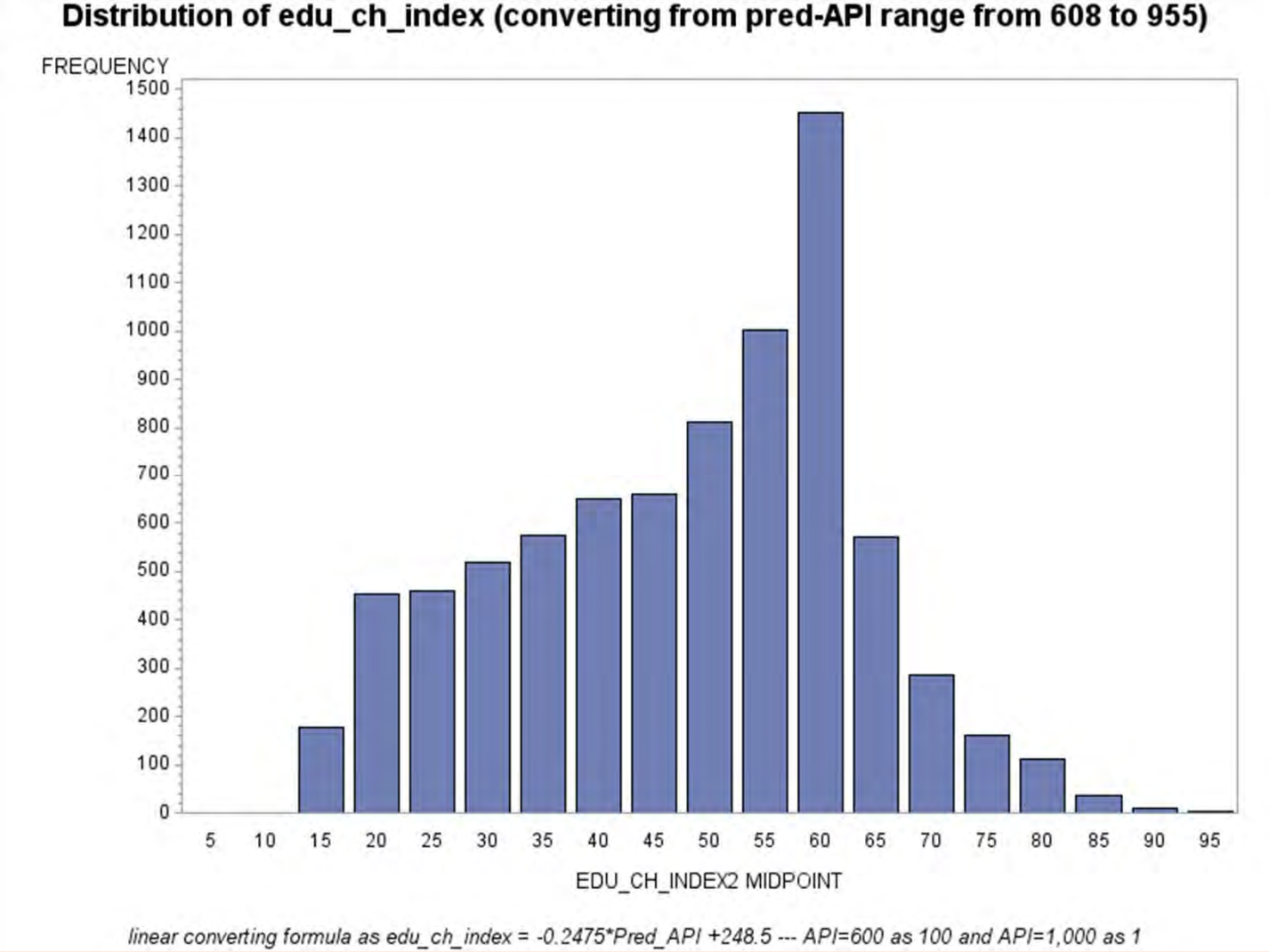
Distribution Based on Scale of 1 to 100 (1 as the least challenged and 100 as the most challenged)



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TDG's Recommendation For a Regression Model

Data Set 1: Educational Challenges

- The TDG is recommending the ED and EL as the independent variables for the regression model
- The TDG did not make a recommendation regarding one regression vs. three regressions

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CDE's Recommendation For a Regression Model

- The CDE agrees with the TDG on the independent variables for the regression model (ED and EL) and recommends using the three regression model

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Description of Seven Categories for TDG Proposed Model (Cont.)

Data Set 2: Relative Rank

- Use current state decile ranks

Data Sets 3, 4, and 5: Change in API

- Difference between Base to Growth for one API reporting cycle (e.g., -5 points or +3 points)

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Description of Seven Categories for TDG Proposed Model (Cont.)

Data Set 6: Achievement Gap SED

- Evaluate the achievement gap by comparing the SED student group to the non-SED student group at each level (i.e., school, district, county, and state)

Example:

High School's Numerically Significant Student Group **SED** API	-	High School's Numerically Significant Student Group **Non-SED** API	=	Difference

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Description of Seven Categories for TDG Proposed Model (Cont.)

Data Set 7: Achievement Gap EL

- Evaluate the achievement gap by comparing the EL student group to the non-EL student group at each level

Example:

District's Numerically Significant Student Group **EL** API	-	District's Numerically Significant **Non-EL** API	=	Difference

Proposed CDE Model For Schools without Achievement Gap Data

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Data Sets	School	District	County	State
1. Educational Challenges	√	N/A	N/A	N/A
2. Relative Rank	√			
3. Growth API: All Students	√	√	√	√
4. Growth API: SED Students	√	√	√	√
5. Growth API: EL Students	√	√	√	√
6. Compare School's SED Growth API to district, county, and state SED Growth APIs	N/A	√	√	√
7. Compare School's EL Growth API to district, county, and state Growth APIs	N/A	√	√	√

√: Value displayed
N/A: Not applicable

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Description of Seven Categories for CDE Proposed Model

Data Set 1: Educational Challenges

- Use the same regression model as proposed for the TDG Model

Data Set 2: Relative Rank

- Use current state decile ranks

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Description of Seven Categories for CDE Proposed Model (Cont.)

Data Sets 3, 4, and 5: Growth API

- Display the current year's growth API for all students, SED students, and EL students

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Description of Seven Categories for CDE Proposed Model (Cont.)

Data Sets 6 and 7: Compare school's SED and EL Growth APIs

- Display the difference between the school's Growth API for SED and/or EL student groups to district, county, and state SED Growth APIs

Example:

School's EL API	-	District's EL API	=	Difference

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Other Considerations for the Alternative Method

- The CDE will explore including race and ethnic achievement gap comparisons in the alternative method to the decile ranks. Are there specific student groups the Advisory Committee would like the CDE staff to consider?

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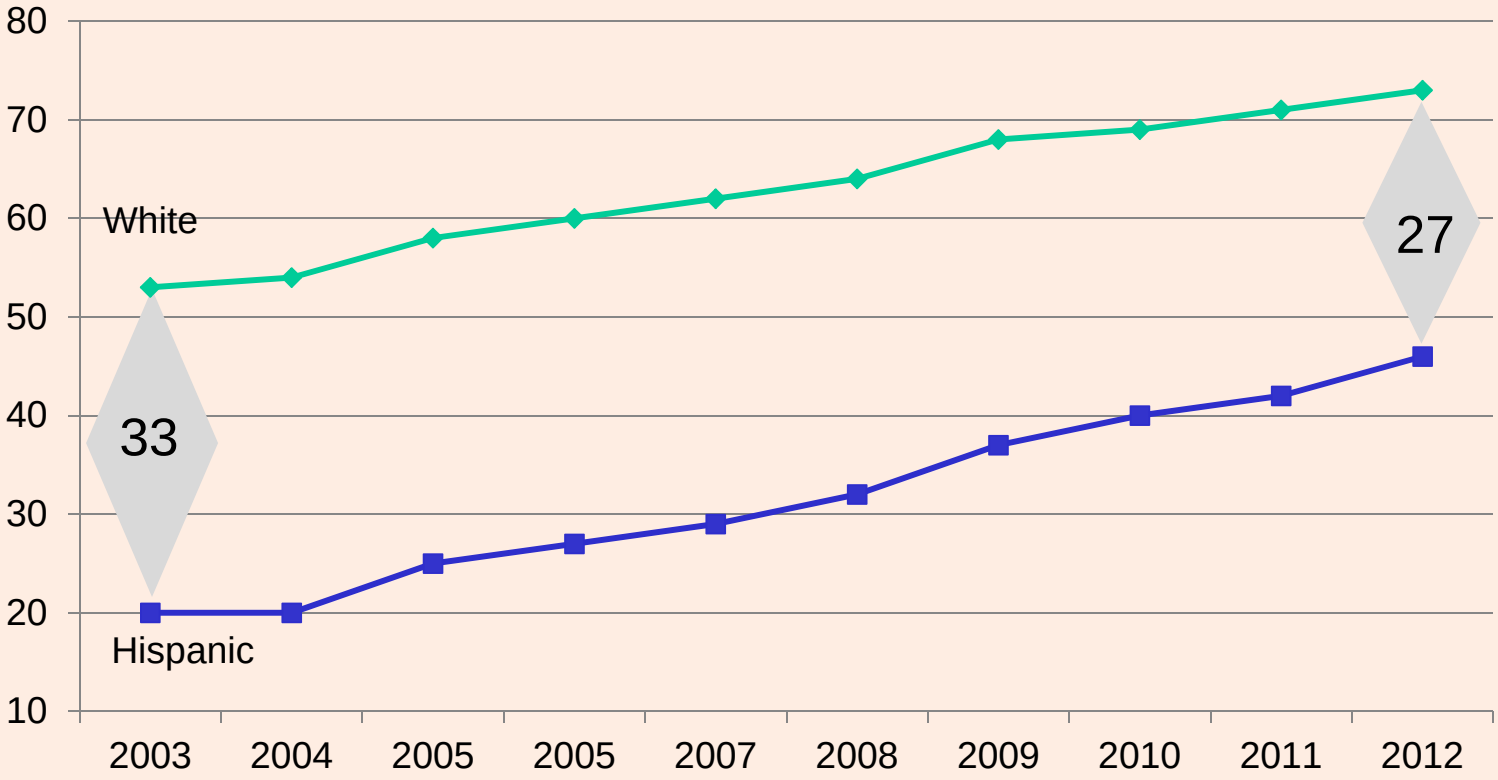
Achievement Gap of Hispanic Students to White Students

English-Language Arts
Percent of Students Scoring at or Above Proficient



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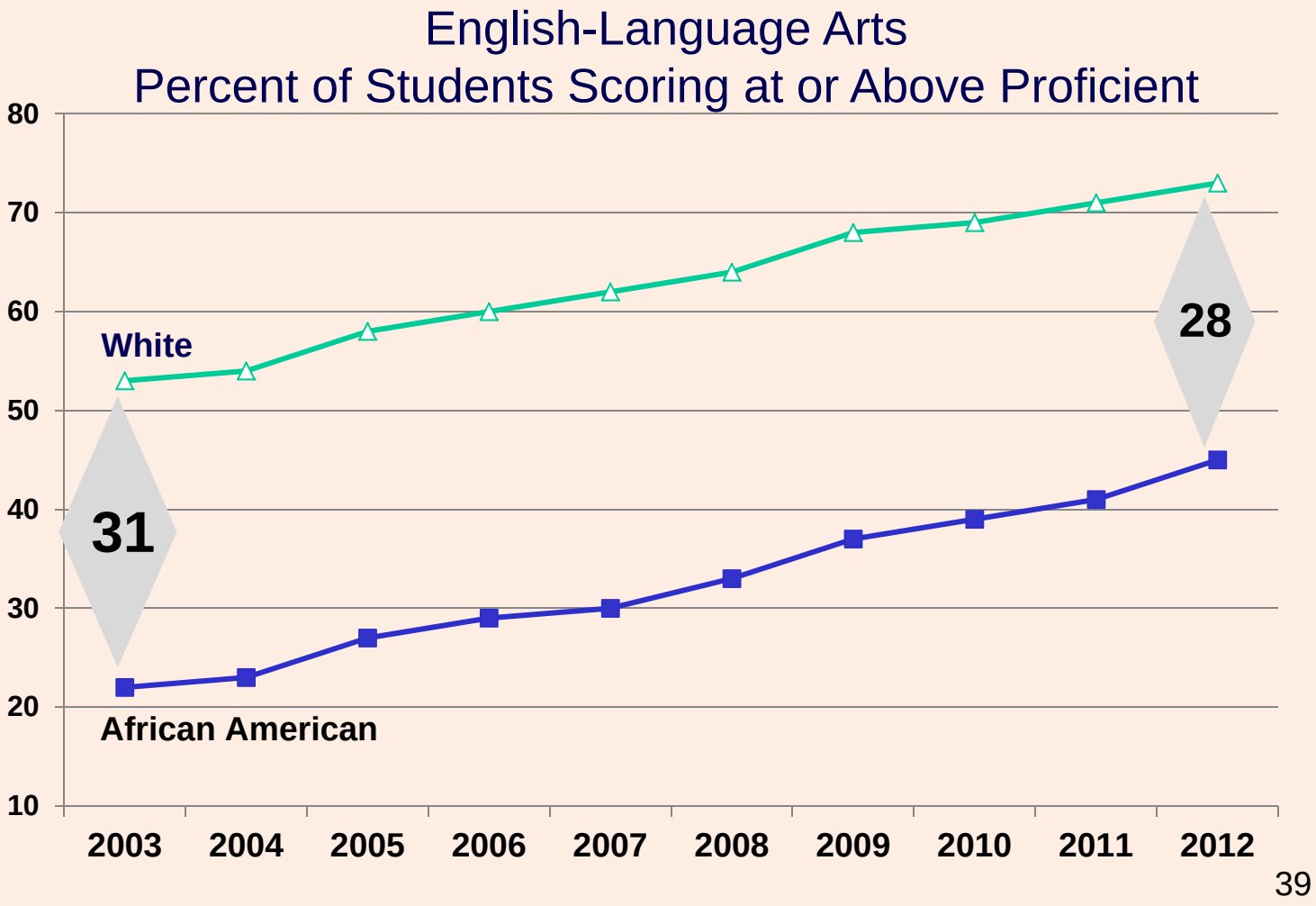
Achievement Gap of African American Students to White Students



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Incorporating Graduation Data into the API

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Feedback on Incorporating Graduation Data

- The CDE has received feedback from the statewide survey regarding the inclusion of graduation data in the API (see Handout 5)
- The CDE also received a petition with 19,000 signatures supporting the inclusion of graduation data in the API

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Simulation Criteria

The same criteria were used as in previous simulations so that suitable comparisons can be made when applying 800 versus 1000 points for Special Education Certificate recipients.

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Simulation Criteria (Cont.)

Exclusion Criteria	Number Excluded	Running Total
Total Schools with Graduation Data	--	2,736
Graduation Data Exclusions:		
Schools with less than 11 graduates	1,014	--
Schools without grade 12 enrollment	37	--
Total Graduation Data Exclusions	**1,051**	**1,685**
Assessment Exclusions:		
Schools with less than 11 valid Standardized Testing and Reporting (STAR) scores	104	--
Total Assessment Exclusions	**104**	
Final School Count For Simulation	**--**	**1,581**

NOTE: At the time of producing the simulations, the available graduation file did not contain schools with less than 11 graduates. However, all schools with an API report will have graduation data incorporated.

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Simulation Criteria (Cont.)

- Point Structure:

4-Year Grad with Diploma	Special Ed Cert.	GED Test*	Non-Graduate
1000	1000 / 800	800	200

- Bonus points structure:

4-Year Graduate API Pts.		Bonus Points Added				Maximum API Pts. Earned**
		EL	SWD	SED		
1000	+	50	50	50	=	1150

* General Education Test
** Schoolwide API is capped at 1000 points.

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Simulation Criteria (Cont.)

Graduation Data Weights:

- Traditional Schools: 10%
- Alternative Schools Accountability Model (ASAM): 5%
- Special Education Schools: 5%

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Impact by School Type:
Special Education Certificate Recipients Earning 800 versus 1000 Points

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Special Education Certificate Recipients

The number of Special Education Certificate recipients were:

- 2,042 (used for simulation purposes)
- 2,222 (total number in the entire graduation cohort)
  - Difference of 180 students

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Summary of Impact at 800 versus 1000 Points

Based on the simulation data in the following tables, the results show that providing 1000 points (versus 800 points) to Special Education Certificate recipients does not have a significant impact on schools' APIs

- Three schools (two traditional and one Special Education) went from having a negative to a positive change in API points
- A number of schools had small changes in their positive growth

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Negative Impact
Traditional Schools
(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
-486 to -301	1	1
-300 to -201	2	2
-200 to -101	9	9
-100 to -51	14	14
-50 to -26	21	21
-25 to –21	8	8
-20 to –16	12	12
-15 to –11	18	18
-10 to –6	35	34
-5 to -1	148	147
Subtotal	**268**	**266**

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Zero and Positive Impact Traditional Schools

(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
0	56	55
1 to 5	328	319
6 to 10	318	324
11 to 15	160	163
16 to 20	63	64
2 to 25	15	17
26 to 50	41	41
51 to 100	15	15
101 to 200	11	11
201 to 300	0	0
Subtotal	**1,007**	**1,009**

TOTAL	**1,275**	**1,275**

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Negative Impact
ASAM Schools
(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
-486 to -301	0	0
-300 to -201	1	1
-200 to -101	15	15
-100 to -51	25	25
-50 to -26	35	35
-25 to –21	6	6
-20 to –16	16	16
-15 to –11	9	9
-10 to –6	19	19
-5 to -1	12	12
Subtotal	**138**	**138**

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Zero and Positive Impact ASAM Schools

(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
0	2	1
1 to 5	8	9
6 to 10	6	6
11 to 15	15	15
16 to 20	15	15
2 to 25	8	8
26 to 50	51	51
51 to 100	36	36
101 to 200	10	10
201 to 300	1	1
Subtotal	**152**	**152**

TOTAL	**290**	**290**

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Negative Impact
Special Education Schools
(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
-486 to -301	0	0
-300 to -201	0	0
-200 to -101	0	0
-100 to -51	2	2
-50 to -26	1	1
-25 to –21	2	2
-20 to –16	4	3
-15 to –11	1	1
-10 to –6	1	1
-5 to -1	2	2
Subtotal	**13**	**12**

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Zero and Positive Impact Special Education Schools

(Assessments + Graduation Data)

Change in API	# of Schools (Special Ed Cert at 800 Points)	# of Schools (Special Ed Cert at 1000 Points)
0	0	0
1 to 5	2	3
6 to 10	0	0
11 to 15	1	1
16 to 20	0	0
2 to 25	0	0
26 to 50	0	0
51 to 100	0	0
101 to 200	0	0
201 to 300	0	0
Subtotal	**3**	**4**
TOTAL	**16**	**16**

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Summary of Impact at 800 versus 1000 Points

Number of Schools with Negative Impact

School Type	Special Ed Cert. Recipients **800 Points**	Special Ed Cert. Recipients **1000 Points**
Traditional	**268**	**266**
ASAM	**138**	**138**
Special Education	**13**	**12**

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Summary of Impact at 800 versus 1000 Points (Cont.)

Number of Schools with Zero or Positive Impact

School Type	Special Ed Cert. Recipients **800 Points**	Special Ed Cert. Recipients **1000 Points**
Traditional	**1,007**	**1,009**
ASAM	**152**	**152**
Special Education	**3**	**4**

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Change in Growth Between 2011 and 2012 Growth APIs

- One of the concerns raised at the April 23, 2013 PSAA meeting was that a few schools had large changes in API points with the incorporation of graduation data.
- In order to determine if large changes in API points was unusual, CDE staff compared the 2011 and 2012 Growth APIs to see the level of impact small changes to the methodology had on schools API scores
  - The 2012 Growth API added the California Modified Assessments (CMA) for English-language arts (grades ten and eleven) and Geometry (grades eight through eleven).

Negative Change

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Change in 2012 Growth API After Including Graduation Data

Change in API	Difference Between 2011 & 2012 Growth APIs (Assessments Only)	Special Ed Cert. at **800 pts.**	Special Ed Cert. at **1000 pts.**
-486 to -301	1	1	1
-300 to -201	6	3	3
-200 to -101	36	24	24
-100 to -51	67	41	41
-50 to -26	108	57	57
-25 to –21	29	16	16
-20 to –16	52	32	31
-15 to –11	71	28	28
-10 to –6	99	55	54
-5 to -1	138	162	161
Subtotal	**607**	**419**	**416**

Zero or Positive Change

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Change in 2012 Growth API After Including Graduation Data

Change in API	Difference Between 2011 & 2012 Growth APIs (Assessments Only)	Special Ed Cert. at **800 pts.**	Special Ed Cert. at **1000 pts.**
0	39	58	56
1 to 5	174	338	331
6 to 10	165	324	330
11 to 15	148	176	179
16 to 20	112	78	79
21 to 25	75	23	25
26 to 50	172	92	92
51 to 100	72	51	51
101 to 200	16	21	21
201 to 300	1	1	1
Subtotal	**974**	**1,162**	**1,165**
Total	**1,581**	**1,581**	**1,581**

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Explanation

- For schools with small numbers of valid scores, swings in API points occur when minor changes are made to the calculation methodology (final additions to the CMA).
- The addition of the graduation data into the API has less impact than adding the CMA test into the 2011-12 API reporting cycle.

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Explanation (Cont.)

- Schools with a minimal number of valid scores can have significant changes in their API from one year to the next, regardless of the addition of a new indicator.

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Significant Change: Example 1

A school with a graduation rate of 59.86% had an **increase** of 228 API points. This increase occurred because the number of graduates (88) included in the API significantly exceeded the number of assessment results.

- Number of Assessment Results: 15
- Graduation Rate: 59.86%
- Number of Graduates: 88
- Disadvantaged: 1.4%

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Significant Change: Example 2

A school with a graduation rate of 1.72% had a **decrease** of 131 API points. This decrease occurred because the number of non-graduates significantly exceeded the number of graduates.

- Number of Assessment Results: 26
- Graduation Rate: 1.72%
- Number of Graduates: 1 (out of 58 in cohort)
- Disadvantaged: 58.6%